

# Sample Building Level Professional Development Plans



# Sample Individual Teacher Career Development Plans



# Sample Teacher Performance Review Forms

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Every school district in Iowa is responsible for providing high quality professional development and supports to increase teacher quality for the purposes of increasing student achievement. The professional development and evaluation processes should be an integrated system that builds teacher capacity and provides accountability for quality instruction. This system of supports is multi-faceted and data based. The various elements of this system are displayed in the graphic below. This document offers examples of forms for the building and individual career development plans and performance reviews that showcase the alignment across the professional development plans and the teacher evaluation.



**District Career Development Plan:** The purpose of this plan is to follow through with the stated goals of the CSIP, build teacher capacity through collective professional development, and to accomplish goals in student achievement. The focus is on instruction and professional growth of all site and district instructional staff that are responsible for instruction. Information about how to develop a district career development plan are available in another document. See <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>

**Building Level Professional Development Plan:** Building plans are not required but are recommended to ensure that the district plans are put in place at the building level. See the *Building Level Professional Development Plan Workbook* for suggestions on how to develop a building level professional development plan. The format may be selected by the team that develops the plan. Possible formats include the workbook, an outline that includes the elements of the plan, or standard action plan matrix. Samples are included in this document. The SINA building action plan is another example of a possible format.

**The Individual Teacher Career Development Plan (ITCDP)** is intended to support the professional growth of individual teachers as part of the district's focus on increasing achievement for all students. ITCDP is based on

- the needs of the teacher
- the Iowa Teaching Standards and Criteria
- the student achievement goals of the building and district as per the CSIP

The goals and learning opportunities established in the individual plan should be a direct fit with the district and building plans for professional development. The individual plans may be developed for a team of teachers. The format for the individual plan is locally determined.

**Teacher Evaluation:** The purpose of the teacher evaluation is to provide a process for evaluating teacher performance and developing appropriate supports for teachers to continually improve professional practice as related to the Iowa Teaching Standards and Criteria (ITSC). The format for the performance review is locally determined.

### *Alignment of the Student Achievement and Teacher Quality Program Components*

	District Career Development Plans	Building Level Professional Development Plans	Individual Teacher Career Development Plans (ITCDP)	Mentoring & Induction	Evaluation
Target Audience	All personnel responsible for instruction	All teachers in the school responsible for instruction	All Career Teachers	All Beginning Teachers and their mentors	All teachers are involved. A comprehensive summary evaluation must be conducted with beginning teachers by the end of their second year. A performance review of career teachers must be conducted at least every three years.
Plan Requirements	Required at the district level. Must be included in the CSIP.	Building plans are not required. Building plans are optional and are recommended to clarify the actions needed to address student needs and design PD at the building level as an extension of the district plan.	Required as of July 2005 for Career Teachers at the individual level.	A Plan for district-wide mentoring and induction is required for all districts and AEAs as an amendment to the CSIP.	Required as of July 2002 for beginning teachers July.2005 for career teachers.
Purpose	Purpose is to follow through with the stated purposes of the CSIP and build capacity through collective professional development to accomplish goals in student achievement. Focus is on instruction and professional growth of all site and district instructional staff.	Purposes are to: <ul style="list-style-type: none"> <li>• make the district plan more specific.</li> <li>• ensure that teachers and principal use building-level data for making decisions about PD.</li> <li>• design learning opportunities that are applicable at the classroom level.</li> <li>• set up collaborative structures at the building level.</li> </ul>	Purpose is professional growth of individual teachers as part of the district's focus to increase achievement for all students. Individual plans need to take the Building/District Career Plan and CSIP student learning goals into account. The ITCDP should align with the district career plan to the extent appropriate.	Purposes are to: <ul style="list-style-type: none"> <li>▪ promote excellence in teaching.</li> <li>▪ enhance student achievement.</li> <li>▪ build a supportive environment within school districts &amp; AEAs.</li> <li>▪ increase the retention of promising beginning teachers.</li> <li>▪ promote the personal and professional well-being of classroom teachers.</li> </ul>	Purpose is to provide process for evaluating teacher performance and developing appropriate supports for teachers to continually improve professional practice as related to the Iowa Teaching Standards and Criteria (ITSC).

	District Career Development Plans	Building Level PD Plans	Individual Teacher Career Development Plans	Mentoring & Induction	Evaluation
Structure	<p>Based on Chapter 83 of Iowa code.</p> <p>PD at the district-level uses an action research process (described in the Iowa Professional Development Model).</p> <p>Integrated into CSIP following the 4 Constant Conversation Questions</p>	<p>Building plans are not included in rules.</p> <p>PD at the building level uses an action research process described in IPDM.</p> <p>Building plans use the same structure as the district plan but is specific to the building context.</p>	<p>Based on Chapters 83 and 284 of Iowa code.</p> <p>ITCDP is based on:</p> <ul style="list-style-type: none"> <li>the needs of the teacher.</li> <li>the Iowa Teaching Standards and Criteria.</li> <li>the student achievement goals of the building and district as per the CSIP.</li> </ul>	<p>Based on Chapter 83 of Iowa code.</p> <p>Mentoring and Induction uses the Iowa Teaching Standards and Criteria (ITSC) as the basis for training mentors and for support of beginning teachers</p> <p>Contained in CSIP.</p>	<p>Based on Chapters 83 and 284 of Iowa code</p> <p>Performance review is focused on:</p> <ul style="list-style-type: none"> <li>continuous improvement of the teacher.</li> <li>the teachers competence with the Iowa Teaching Standards/Criteria</li> <li>identification of a need to improve.</li> <li>determination of how well the teacher meets the district's expectations based on the ITSC.</li> </ul> <p>Evaluator preparation provided through evaluator training.</p> <p>Evaluators may use the following tools included in the training:</p> <ul style="list-style-type: none"> <li>QIC-Decide</li> <li>data collection</li> <li>data-driven decision making, conferencing between teachers and evaluators</li> </ul>

	District Career Development Plans	Building Level PD Plans	Individual Teacher Career Development Plans	Mentoring & Induction	Evaluation
Technical Assistance Resources	<p>Iowa Professional Development Model Training Manual and Website  <a href="http://www.state.ia.us/education/ecese/tqt/tc/prodev.html">http://www.state.ia.us/education/ecese/tqt/tc/prodev.html</a></p> <p>AEA contacts</p>	<p>Iowa Professional Development Model Training Manual and Website  <a href="http://www.state.ia.us/education/ecese/tqt/tc/prodev.html">http://www.state.ia.us/education/ecese/tqt/tc/prodev.html</a></p> <p>See Building Plan Workbook</p>	<p>Iowa Professional Development Model Training Manual and web site  <a href="http://www.state.ia.us/education/ecese/tqt/tc/prodev.html">http://www.state.ia.us/education/ecese/tqt/tc/prodev.html</a></p> <p>AEA website address:  <a href="http://www.iowaaea.org/evaluation/welcome.html">http://www.iowaaea.org/evaluation/welcome.html</a></p> <p>AEA contacts</p>	<p>Iowa Mentoring and Induction Network Technical Assistance document and bibliography at  <a href="http://www.state.ia.us/education/ecese/tqt/tc/resources.html">http://www.state.ia.us/education/ecese/tqt/tc/resources.html</a></p> <p>AEA contacts</p>	<p>Evaluator Training Manual, "A Model Framework for Designing a Local Staff Evaluation System based on the Iowa Teaching Standards and Criteria"  <a href="http://www.state.ia.us/education/ecese/tqt/tc/doc/evalmodv2.doc">http://www.state.ia.us/education/ecese/tqt/tc/doc/evalmodv2.doc</a></p> <p>AEA website address:  <a href="http://www.iowaaea.org/evaluation/welcome.html">http://www.iowaaea.org/evaluation/welcome.html</a></p> <p>AEA contacts</p>
Summary	<p>Data-based plan outlines the specific learning needed by <b>all teachers</b> to reach the district goals to continually increase student achievement as outlined in the CSIP</p>	<p>Data-based plan to outline the specific learning needed by <b>building staff</b> to reach the district and building goals to continually increase student achievement as outlined in the CSIP.</p>	<p>Data-based plan outlines the specific learning needed by <b>individual teachers</b> to reach the district goals to continually increase student achievement as outlined in the CSIP.</p>	<p>Plan outlines the specific learning needs by <b>individual teachers</b> to reach the district goals to continually increase student achievement as outlined in the CSIP.</p>	<p>Data-based plan between <b>individual teachers and the building principal</b> to reflect on an on-going basis about professional practices and support needed to continually increase student achievement as outlined in the CSIP.</p>

## High School Sample

### Building Level Professional Development Plan

**District:** Midwest CSD

**Building:** High School

**Date:** October 2004

**Professional Development (PD) Leadership Team:**

One representative from each department, Special Education Teacher, Reading Specialist, AEA consultant, Principal

**Building data:** (From Question 1 of CSIP)

- Reading, math and science achievement on the ITED assessments for grade level 11 appear to be stalled at the 65<sup>th</sup> to 68<sup>th</sup> percentile level.
- Students with IEPs are below the state trajectory by 22 percentile points in reading and 20 percentile points in math.
- Low SES students are below the state trajectory by 15 percentile points in reading and 16 percentile points in math.
- The percentage of students performing in the advanced level at grade 11 has decreased by about two percentile points for each of the last four years.
- Reading and mathematics proficiency of 11<sup>th</sup> grade students participating in CTE programs is lower than the district's overall average for grade 11 students.
- Graduation rates are high for the general population but are decreasing for low SES and minority students.
- The number of high school students completing the core (4 years of English and 3 years each of mathematics, science, and social studies) is significantly lower than the number reporting desire to pursue post secondary education.

**School District Goals Selected for PD Emphasis:** (See Question 1 of CSIP for each goal statement)

- Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school.
- Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science

**Building professional development target for 04-05 school year:** Increase from 55% to 65% the percentage of students scoring at or above the 41<sup>st</sup> percentile on the ITED reading comprehension test, with special emphasis on students with an IEP and low SES students.

**Content for Professional Development:** Instruction that incorporates the use of graphic organizers and reciprocal teaching in reading comprehension in the content areas.

Research base: Our PD leadership team reviewed multiple studies from the Iowa Content Networks, focusing on research on reading comprehension. We identified multiple studies with research designs of "4" and "5" for reciprocal teaching and graphic organizers that resulted in significant gains for students in the area of reading comprehension.

**All Site Personnel:** All high school teachers will participate in training with reciprocal teaching and graphic organizers. Teachers who rarely use text in their courses (e.g., P.E., music.) will use strategies less frequently than those who teach content that requires reading skills. Their participation in training will not be as involved.

**Professional Development Design for 04-05:** Two days of training before school starts on Reciprocal Teaching with four follow-up sessions during the school year. Two days of training during school year on Graphic Organizers (beginning in November) with two follow-up sessions during the year. Training will include demonstrations in multiple subjects, in addition to theory and opportunities for practice. Arrange for time for bi-weekly meetings of collaborative teams to develop lessons, analyze data, and solve problems related to implementing the new strategy.

### **Training and Learning Opportunities:**

#### *August Day 1 and 2*

Theory and research presentation and demonstrations of Reciprocal Teaching

Development of lessons by teacher teams, followed by peer teaching. Participants will:

- Plan ways to apply the strategy.
- Develop initial implementation plan.
- Choose instrument for formative data collection on reading comprehension.

#### *Four follow-up sessions for Reciprocal Teaching*

Collaborative teams will submit questions/requests two weeks before trainer returns. Trainer will address questions, provide additional demonstrations, and supervise planning session. Leadership team will meet separately with trainer to share implementation and student reading comprehension data after sessions 2, 3, and 4.

#### *November and January Days*

Two days of training will be provided on Graphic Organizers. The trainer and leadership team will agree on two organizers with the strongest research base. Training will include an overview of Graphic Organizers, research on the two to be learned, multiple demonstrations of the organizers, and opportunities for teachers to develop lessons using their own materials. Participants will:

- plan ways to apply the strategy.
- develop initial implementation plan.

#### *Two follow-up sessions for Graphic Organizers*

Collaborative teams will submit questions/requests two weeks before trainer returns. Trainer will address questions, provide additional demonstrations, and supervise planning session.

**Implementation Plan:** An implementation plan will be designed separately for Graphic Organizers and Reciprocal Teaching. These plans will be developed by the Leadership Team in conjunction with the two trainers. There will be some variation in implementation patterns, depending upon the amount of text students must master in various courses.

**Monitoring the Implementation:** Each teacher will complete a brief log weekly that lists the date(s), the number of times the strategy was used, and describes how the strategy was used. Initially, the PD leadership team will collect and analyze the logs. As the faculty becomes skillful in using the strategies and logs, each collaborative team will analyze the implementation and student performance data of its members. The log will also document how often each teacher plans with their collaborative team and how often they observe each

other. A teacher portfolio system will be introduced as part of the documentation for the evaluation system. The implementation data will be shared and discussed routinely in building meetings.

Administrators will conduct regular walkthroughs to get a sense of the fidelity of the implementation of both strategies. Both trainers will be asked to observe lessons in classrooms to provide additional information about fidelity.

**Collaborative Teams:** Collaborative teams will be organized by department (two to six members per team.) Some of the teams will have a special education member. Administrators will participate as team members, except for the principal, who will rotate among teams. Teams will meet bi-weekly.

**Evaluation:** Formative: Each collaborative team and the whole staff will collect, analyze, and discuss the student performance data at least four different times during the year. The building professional development team will analyze collaborative team minutes, lesson plans, logs, and observation notes to determine levels of implementation. Summative: Building-level summative evaluation will assess: 1) Student measures of reading comprehension, including achievement of the IEP and low SES subgroups; and 2) Student growth by level of teacher implementation to determine the strategies' effectiveness.



## High School Sample

### Individual Teacher Career Development Plan

Teacher Name(s)	Building
John Kelly	Midwest High School
Evaluator	Date
Rhonda Green	October 15, 2005

**General Focus:** Reading Comprehension and Technology

**Specific Goals:** Improve student reading comprehension skills in science

#### Rationale for the Plan

**Student learning concerns addressed: (Include building level data for analysis of the goals and progress.)**

- The majority of trend lines on the ITED assessments show little growth (flat lined) in reading, mathematics, science, and social studies. (grade-11)
- Performance (proficiency) of students with Individualized Education Plans (IEPs) is below the state trajectory in reading and math. (grades 11)
- The percent of low socioeconomic status (SES) students performing below the proficient level is below the state trajectory and the percentage of students performing in the advanced level are decreasing. (grade 11)
- Reading and mathematics proficiency of 11<sup>th</sup> grade students participating in CTE programs is lower than the district's overall average for grade 11 students.
- Graduation rates are high for the general population but are decreasing for low SES and minority student.
- The number of high school students completing the core (4 years of English and 3 years each of mathematics, science, and social studies) is significantly lower than the number reporting desire to pursue post secondary education.

**Alignment with building and/or district student achievement goals:**

Building Professional Development Target: Increase from 55% to 65% the percentage of students scoring at or above the 41<sup>st</sup> percentile on the ITED reading comprehension test, with special emphasis on students with an IEP and low SES students.

Individual PD will emphasize instruction that incorporates the use of graphic organizers and reciprocal teaching in the appropriate subject areas.

**Professional development training/learning opportunities and collaborative team activities :**

Engage in building training days for reciprocal teaching and graphic organizers and participate in the follow-up sessions. Attend the collaborative team meetings bi-weekly.

**How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?**

1. Enhance Student Achievement
  - a. Implements strategies supporting student, building, and district goals.
3. Planning and Preparation
  - d. Selects strategies to engage all students in learning.
4. Instructional Strategies
  - a. Aligns classroom instruction with local standards and district curriculum.
  - b. Uses research-based instructional strategies that address the full range of cognitive levels.
5. Monitoring Student Learning
  - a. classroom assessment with instruction.
  - b. assessment criteria and standards to all students and parents and uses the results of multiple assessments to guide planning and instruction.
7. Professional Growth (all criteria)

**Indicators that will be used to document the accomplishment of this goal:**

During the course of the 2004-2005 school year I will participate in the training and the implementation of the training throughout the year including:

1. Work with the district curriculum director to obtain technical assistance
2. Attend each professional development session
3. Attend team/department meetings to:
  - a. Plan lessons and discuss how to use and apply the strategy
  - b. Establish how student performance will be monitored
  - c. Collect and analyze student data quarterly
  - d. Share how strategies were used and discuss implementation data
4. Maintain a portfolio including
  - a. Implementation log (frequency and accuracy)
  - b. Student data and analysis including student work samples

**Resources needed to implement the plan:**

Training on the use of the strategies and assistance with effective implementation. Assistance with analysis of student data for students in my classes. Assistance on evaluating and monitoring student performance in my classes related specifically to the goal.

Teacher Signature(s) and Date	Administrator Signature and Date
<i>John Kelly     October 15, 2005</i>	<i>Rhonda Green     October 15, 2005</i>

Annual Review			
	Summary of Status on Goals	Additions*	Date of Annual Review Teacher & Evaluator initials
Year 1	<p>Attended all training sessions Attended all but excused absences of the team/department meetings Implemented the graphic organizer strategy as per team's implementation plan. Is beginning to use reciprocal teaching strategies, as they are introduced. Worked with the district curriculum specialists to identify assessment strategies to measure reading comprehension skills on a formative basis that will align with ITED. Student work samples show frequent use of graphic organizers. Student use increased after providing more frequent demonstrations on how to apply them with science content. Students became more creative with using the strategy, after additional practice. Most students are using the strategies independently now. Reading comprehension has improved but subgroups still need to make gains.</p>	<p>Continue with same goal. More work on reciprocal teaching. It is my intent to use this with longer more complex reading assignments than have been given in the past and to help students with disabilities to gain skill in using graphic organizers.</p>	<p><i>John Kelly</i> <i>Rhonda Green</i> 10/13/06</p>
Year 2			
Year 3			

**Comments:**

The use of a graphic organizer appears most useful when used in a setting where the material is new to the student and when a model is provided to illustrate how this could be done the first time or two. Students with learning problems seem to respond when key ideas are listed ahead of time so they know which items must be on the organizer before they start. Other adaptations I have learned include:

- Assigning students to skim through the chapter title, subtitles and headings as a group before they start
- Encouraging choice in the kind of graphic students create
- Using cooperative learning approaches: Setting up class in small groups of 2-3 to create the organizer
- Facilitating discussion and answering questions provide a variety of chances to clarify the items that are confusing or not clearly understood

<b>Rationale for Additional Goals:</b>
<b>Student learning concerns addressed:</b> (Include baseline data for analysis of the goal and progress.)  Same goal
<b>Alignment of building and/or district student achievement goals:</b>
<b>Professional development training/learning opportunities and collaborative team activities:</b>
<b>How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?</b>   
<b>Indicators that will be used to document the accomplishment of this goal:</b>
<b>Resources needed to implement the plan:</b>

## High School Sample

### Midwest Community School District Performance Review

Teacher: John Kelly

School: High School

Administrator: Rhonda Green

Length of evaluation period: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 X

#### Comments and Reflections Iowa Teaching Standards

##### 1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

- a. Provides evidence of student learning to students, families and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision-making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

##### Comments and Reflections:

As part of John's career plan he has targeted the reading performance of the IEP students in his science classroom. As part of that effort he has:

- Communicated with parents on his intent to improve their child's reading performance
- Communicated with parents at various times during the year the scores and other indicators of reading performance
- Reviewed prior indicators of reading performance for all targeted incoming students
- Shared with students his expectations for them and their reading performance

##### 2. Demonstrates competence in content knowledge appropriate to the teaching position.

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

##### Comments and Reflections:

Over the last three years, John's knowledge of reading strategies has improved to the point where he is confident with the strategies that have been part of the district's staff development program. He enrolled in one other workshop at the AEA focused on

content reading strategies. As a result of these efforts he has improved in his knowledge and ability to implement content reading strategies.

His knowledge of the science content that he is teaching has been increasing throughout the year. John does well in providing a variety of ways for students to clearly understand the meaning of the concepts and to perform the science skills. His use of simple lab experiments and methods for applying science skills in everyday settings is effective for students who have a difficult time with the material.

As he worked on learning and using graphic organizers and reciprocal teaching strategies, his in depth knowledge of the science concepts and skills made it easier for him to apply the various reading strategies in order to help students be more effective in comprehending science text and improving their science knowledge and skills.

Based on the minutes of his team meetings, the implementation log, and classroom observations, it was evident that John was able to effectively adapt the reading strategies to the content. It was also evident that he provided other team members with practical ideas for using the reading strategies in their science classrooms.

**3. Demonstrates competence in planning and preparing for instruction.**

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources including technologies, in the development and sequencing of instruction.

**Comments and Reflections:**

John's lesson plans are specific and clearly focused on all the students accomplishing the objectives of each lesson and unit of instruction. His expectations were especially challenging for the targeted students given their prior performance in science. Each lesson was prepared with a variety of examples and illustrations on the meaning of the science concepts and skills. His labs and small group work allowed each student an opportunity to increase their understanding of the concept and their ability to use the science skill taught in the lesson. Assistance was available for those who needed it.

The lesson plans provided specific direction on how he planned to incorporate one of the two reading strategies depending upon the amount of reading in the lesson. The team minutes and the implementation logs also showed that he was deliberate in using the reading strategies frequently and accurately.

In observing class, it was also apparent when John modified the use of or gave extra assistance to the use of the reading strategy when students found it more difficult than he anticipated.

**4. Uses strategies to deliver instruction that meets the multiple learning needs of students.**

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

**Comments and Reflections:**

Over the three years that he worked on this career plan, John used the district's curriculum for his science course to sharpen the focus of his time and effort with the students in the classroom. In observing the classroom, it was apparent that John used a variety of strategies including the use of graphic organizers and reciprocal teaching to help all the students learn the objectives. As needed, he would increase or slow the pace of the lesson and make effective use of class time. As he learned more about his students, John would often refer to something of interest to students as an illustration of the science concept or skill that was the focus of the lesson. In his work with the targeted students John learned that using technology was motivating. As a result, he found and used software that allowed the students to do graphic organizing on the computer, which sustained their interest, increased assignment completion, and improved their understanding of the science concepts. John's plans are to increase the use of appropriate instructional technology (software and the internet) in order to capitalize on student interests.

**5. Uses a variety of methods to monitor student learning.**

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

**Comments and Reflections:**

Team meetings minutes and the implementation logs give evidence that John monitors students in as many different ways as he can. When they arrive in his class, he reviews the science and reading performance information that is available to him. He frequently uses short tests and/or quizzes in class to check how well they understand what has just been taught. For the targeted students, John reviews work samples with the special education teachers to help determine how well students are doing and what skills or knowledge need to be developed more. When students work alone or in groups in his classroom, he systematically moves among students to observe how they are applying the reading strategies and which parts of the science concept or skill are proving difficult. He often intervenes with questions or suggestions to help them where needed. In observing John and in reviewing the plans, minutes, and logs, it is evident that his knowledge of students' performance informs his planning of future lessons and how he needs to adjust so he can set an appropriate pace and/or provide appropriate support.

**6. Demonstrates competence in classroom management.**

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

**Comments and Reflections:**

Observations in John's classroom indicate that the following classroom management practices are in place:

- Clear, simple, and specific expectations for behavior
- Well planned lessons with clear objectives
- Use of the entire class period on science and reading tasks
- Use of a variety of classroom strategies
- Use of reading strategies that help students do well in reading and understanding the text
- Use of variety ways to group students for classroom and lab activities
- Use of technology as an effective motivator for students
- Working with parents on a regular basis to know more clearly when there might be issues that will distract individual students from work in class

All of this creates a classroom where the primary focus is on the work to be completed and students are on task throughout the entire period.

**7. Engages in professional growth.**

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

**Comments and Reflections:**

Based on the team meeting minutes, implementation logs, lesson plans and classroom observation, it is apparent that John:

- Attends and actively takes part in all district sponsored training sessions on the use of graphic organizers and reciprocal teaching
- Attends and takes an active part in all department meetings as a follow up to the training sessions
- Willingly shares ideas for use of the strategies
- Often asks others how they are using the strategies in order to improve his own use and observes in other teachers' classrooms
- Incorporates what he has learned into his career plan as he works with students
- Contributes to data collection, analysis and discussions about data.

John's intent from the beginning was to learn as much as he could in order to be successful with all students including his target group of students.



**8. Fulfills professional responsibilities established by the school district.**

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

**Comments and Reflections:**

John is conscientious about following the procedures and expectations of the school. He is effective in his work with students, parents and other staff members in trying to do what is possible to improve student performance.

**Iowa Teaching Standards**

<b>Meets</b>	Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	<b>Meets</b>	Uses a variety of methods to monitor student learning.
<b>Meets</b>	Demonstrates competence in content knowledge appropriate to the teaching position.	<b>Meets</b>	Demonstrates competence in classroom management.
<b>Meets</b>	Demonstrates competence in planning and preparing for instruction.	<b>Meets</b>	Engages in professional growth.
<b>Meets</b>	Uses strategies to deliver instruction that meets the multiple learning needs of students.	<b>Meets</b>	Fulfills professional responsibilities established by the school district.

**Teacher Response:**

I would like more opportunities to observe in math classrooms next year to get ideas for integrating math concepts into science.

**Teacher:** *John Kelly*

**Date:** 9/15/08

**Evaluator:** *Rhonda Green*

**Date:** 9/15/0

## Elementary Sample

### Building Level Professional Development Plan School Year: 2004-06

**District:** Midwest CSD  
**Building:** Elementary  
**Date:** October 20, 2005

**PD Leadership Team:** Principal, 1<sup>st</sup> grade teacher, 2<sup>nd</sup> grade teacher, 4<sup>th</sup> grade teacher, Title I teacher, Resource Teacher and the central office liaison, and the AEA consultant.

**Building data:** (From Question 1 of CSIP)

- Reading comprehension scores on the ITBS assessment for grades 3-6 have held steady for four years at the 69<sup>th</sup> percentile level.
- BRI measures of reading comprehension show 40% of 1<sup>st</sup> through 3<sup>rd</sup> grade students are below grade level. This is a consistent trend over the last 3 years.
- Kindergarten DIBELS results on phoneme segmentation show 30% are in the lowest performance (at-risk or deficit) category.
- First grade DIBELS results on oral reading fluency show 20% are in the lowest performance (at-risk or deficit) category.
- Thirty-four percent of low socioeconomic status (SES) students and 46% of students with IEPs are performing below the proficient level, and the percentage of students performing in the advanced level is decreasing (grade 4).

**School District Goals:** (From Question 1 of CSIP)

Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school.

**Building professional development target for 04-05 school year:**

Improve fluency, sight vocabulary, and comprehension for low SES and IEP students by 10 percentile points in the 04-05 academic year and all other students by 5 percentile points.

**Content for Professional Development:**

Cooperative learning processes that integrate think-alouds, explicit instruction, and reciprocal teaching strategies for reading (K-6). Begin with think-alouds in 04-05.

Research base:

Our PD leadership team reviewed multiple studies from the Iowa Content Networks, focusing on research in the area of reading comprehension that showed strong positive effects for both regular education and special education students. These studies were all rated 3, 4 or 5 for research design. We are using the studies that describe think alouds and cooperative learning to design our training for the 04-05 academic year.

**All Site Personnel:**

All K-6 teachers, including special education and Title I, the principal, and the curriculum director (liaison) from central office will be fully engaged in the training. Our building-level Professional Development Team includes the principal, 1<sup>st</sup> grade teacher, 2<sup>nd</sup> grade teacher, 4<sup>th</sup> grade teacher, Title I teacher, Resource Teacher and the central office liaison. The AEA consultant will attend early dismissal sessions once a month.

**PD Design for 04-05:**

- Two days in August for initial training on Think Alouds and cooperative structures. Training will include the theory and research underlying Think Alouds, demonstrations with both fiction and non-fiction texts, and practice with collaborative lesson development. Initial implementation goals will be set and procedures for monitoring implementation reviewed by the Professional Development Team.
- Three common training sessions during our in-service days, to include follow-up training on Think Alouds and the theory, research underlying cooperative structures. Additional demonstrations will be provided at these sessions. Teachers will have an opportunity to develop and share lessons, engage in peer teaching, and address questions re: their implementation.
- Two early release day meetings per month for collaborative team meetings; meetings will be held during common planning times on weeks between early dismissal sessions.
- The Professional Development Team will meet bi-weekly to examine implementation patterns, formative student data, and plan support for collaborative teams.

**Training/Learning Opportunities:**

Common training days for the elementary school will be for the full faculty and facilitated by an external expert. The content focus for 04-05 will begin with think-aloud strategy with cooperative elements. Training will include modeling of how to use cooperative partners and small groups to enable students to seek meaning collaboratively with teacher and peers.

**Workshop Days**

August 18-19  
September 17  
December 6  
March 1

**Implementation Plan:**

Each teacher will learn how to complete a brief log that lists the date, the number of times the strategy was used, describes how the strategy was used in the lesson and identifies the book and passage used in the think aloud.

**Monitoring the Implementation:**

The PD leadership team will collect and analyze the logs initially. As the faculty becomes skillful in using the strategy and logs, collaborative teams will analyze the implementation data. Teachers will also document how often they plan with their collaborative partner/team and how often they observe each other. A teacher portfolio system will be introduced as part of the documentation for the evaluation system. Student data and evidence of student

application of the think aloud strategy will be added to teacher portfolios. The implementation data will be shared and discussed routinely in building meetings.

**Collaborative work between full-group training sessions:**

Workplace supports include early release day meetings two times a month with collaborative team meetings during common planning times each week without an early dismissal. The PD team will set up a collaborative team plan; each teacher will be in a collaborative partnership or small group collaborative team (6 or fewer).

Agenda for Collaborative Team Meetings (every other week prepared by leadership team) will include:

1. Goals for the day
2. Review of implementation and student data (periodically)
3. Theory and demonstrations (if needed)
4. Lesson development (majority of time allocated here)
5. Planning for observations during the next 2 weeks
6. Review schedule for collecting data during the next 2 weeks

**Evaluation:**

Formative: The whole staff will collect, analyze, and discuss the BRI data quarterly. PD Team will analyze collaborative team minutes, lesson plans, logs, and observation notes to determine levels of implementation.

Summative: Building-level summative evaluation will assess:

1. % of K-6 students who are independent on BRI
2. % of students who are proficient on ITBS reading comprehension
3. % of K and 1<sup>st</sup> grade students who are at the “established level” on DIBELS
4. Student growth by level of teacher implementation to determine program effectiveness
5. % of low SES and IEP students who are independent on BRI and proficient on ITBS

When evaluation data suggest that the think-aloud strategy is in place, the explicit instruction and reciprocal teaching strategies will be added. Reciprocal teaching will be emphasized at the upper grades.

## Elementary Team Sample

### Individual Teacher Career Development Plan School Year: 2005-2006

Teacher	Building
Greg Anderson	MW Elementary
Team Members:	
<u>Fourth and Fifth Grade Team</u> Greg Anderson Rachel Jones - JC Thomas Margaret Johnson Terry Rice	MW Elementary
Evaluator	Date
Roy Sample	9/9/05

**General Focus:**

To implement the District/Building Career Development Plan

**Goal for Professional Growth:**

Learn and use in the classroom cooperative learning processes and think alouds

#### Rationale for the plan

**Student learning concerns addressed:** (Include baseline data for analysis of the goal and progress.)

Building-level data indicates that students need work on reading comprehension. Students at Midwest Elementary are not making adequate gains in reading comprehension.

**Alignment with building and/or district student achievement goals:**

Cooperative learning and think alouds are the strategies being emphasized in the DCDP for increasing student achievement in reading comprehension.

**Professional development training/learning opportunities and collaborative team activities:**

Greg will participate in:  
all building and district professional development training sessions  
early release meetings twice a month  
collaborative team meetings with grade level team

**How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?**

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

- a) Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- d) Understands and uses instructional strategies that are appropriate to the content area.

Standard 4: Uses strategies to deliver instruction that meets the multiple

- b) Uses research-based instructional strategies that address the full range of cognitive levels.
- c) Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

Standard 7: Engages in professional growth.

- b) Works collaboratively to improve professional practice and student learning.
- c) Applies research, knowledge, and skills from professional development opportunities to improve practice.

**Indicators that will be used to document the accomplishment of this goal:** (Include products and artifacts that document participation, implementation and student results.)

Workshop participation: Attendance data, collaborative team meeting minutes  
 Evidence of implementation: Review of implementation logs submitted by teacher as per building plan. Review of any formal observation note  
 Information gathered from Principal walk-throughs  
 Evidence of increased reading achievement on student performance measures at the building level.

**Resources needed to implement the plan:**

Time for collaborative Team meetings  
 Nonfiction books

Annual Review			
	Summary of Status on Goals	Additions*	Date of Annual Review Teacher & Evaluator initials
Year 1	Greg submitted implementation logs and collaborative team meeting minutes that demonstrate that he fully engaged in the district/building professional development. He attended and contributed to each PD sessions and team	Continue with Goal 1: apply think aloud skills in multiple content areas  Continue with cooperative learning	September 10, 2006  GA RS

	meetings. Principal observed that he uses the think aloud accurately and has integrated the strategy into his lessons on a routine basis. Students are practicing reading skills in cooperative learning groups daily. Some students were assessed on BRI data and showed gains in comprehension. Data collection was not organized in a way to yield useful formative data.	New Goal: To study and implement processes for monitoring student progress on reading comprehension and student application of the think aloud strategy	
Year 2			
Year 3			

(\*If additional goals are added, provide rationale, indicators and resources needed.)

<b>Rationale for additional goals:</b>
<b>Student learning concerns addressed: (Include baseline data for analysis of the goal and progress.)</b>  Review of data available for making decisions about student progress in reading suggested that teachers in our building are currently not consistently implementing student monitoring practices in the area of reading comprehension.
<b>Alignment of building and/or district student achievement goals:</b> Monitoring student progress on reading comprehension and use of the think aloud supports the formative assessment and the study of implementation components of the building's professional development plan.
<b>Professional development training/learning opportunities and collaborative team activities:</b> Training time will be provided during team meetings for learning how to collect assessment information and analyze student's reading skills. Team leaders will demonstrate how to administer, score, and interpret assessments. Collaborative team meeting agendas will routinely include data analysis.

<b>How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?</b>  Standard 5: Uses a variety of methods to monitor student learning. a) Aligns classroom assessment with instruction. c) Understands and uses the results of multiple assessments to guide planning and instruction. f) Works with other staff and building and district leadership in analysis of student progress.  Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
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c) Relates ideas and information within and across content areas

Standard 6: Demonstrates competence in classroom management

a) Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

**Indicators that will be used to document the accomplishment of this goal:**

Greg will submit collaborative team minutes showing discussion and use of student performance data.

Greg will submit evidence of collection and analysis of students' reading performance.

**Resources needed to implement the plan:**

Reading assessment instruments

Time for team meetings



## Elementary School Sample

### Midwest Community School District Performance Review

Teacher: Greg Anderson School: Elementary School

Administrator: Roy Sample

Length of evaluation period: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 X

### Comments and Reflections Iowa Teaching Standards

#### 1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

- a. Provides evidence of student learning to students, families and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision-making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

#### Comments and Reflections:

Greg does a variety of things to enhance learning in his classroom and provides the best possible opportunities for students to learn well. He participates in learning the new reading strategies and analyzes the impact on student learning. His contact with parents is as much to obtain information about students, as it is to share student progress. He involves the parents and students in a collaborative way to ensure that everyone is working in the same direction to help the student learn more and improve his/her performance. Greg sets and maintains clear, specific and high expectations for each student in relation to the district's benchmarks, as well as the student's behavior in his classroom. He consciously selects different strategies to get all students to take an active role in establishing a respectful climate in the classroom. Students want to work at doing well and are supportive of each other in class. He accomplishes this through cooperative learning structures including large and small group discussion, and allowing and encouraging students to ask questions. He provides them with feedback on their performance or behavior including alternatives for improvement.

He uses strategies that prompt students to be reflective of their own work and encourages increasing independence with skills.

**2. Demonstrates competence in content knowledge appropriate to the teaching position.**

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

**Comments and Reflections:**

As a fourth grade reading teacher, Greg has improved his knowledge and understanding of the content benchmarks in the district's curriculum. As a result, he has become more flexible in his work with students, as they encounter difficult material. He is more able to illustrate the same skill or concept in reading in a variety of ways when students find it difficult. His work with his team has provided him with a more in-depth knowledge of the content expectations for fourth grade and to some degree for the fifth grade content.

In addition to the team work and the participation in the district's in-service, Greg has also made efforts to attend an AEA workshop on teaching reading skills and is regularly in contact with the AEA staff. He accesses AEA support when searching for materials and information regarding the skills and content being taught, and how he can match the content with student interests and needs.

Over the last three years, the examples that Greg uses with students to illustrate the meaning of the skill or concept has been more specific and effective in helping with student's interest and understanding. He has used a larger variety of reading materials when using the think aloud strategy with various students in order to help them with the learning by tapping into a greater variety of interests that exist in each classroom.

His intent is to still work more specifically in developing his understanding of all the various benchmarks and improve his ability to help each of students reach the level of performance targeted by the district.

**3. Demonstrates competence in planning and preparing for instruction.**

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources including technologies, in the development and sequencing of instruction.

**Comments and Reflections:**

Greg worked with his team to analyze student achievement data from the ITBS and local assessments. Based on the analysis, they established specific strategies they would implement to increase student learning.

His implementation log, his lesson plans and observations of Greg's instruction showed that he clearly plans his instruction. His unit and lesson plan artifacts consistently indicate that each day and each lesson was clearly specified and outlined what all students would do and what individual or small groups of students would do when the transition was made from large to small group and individual work. Greg regularly enters student data in the district data management system and uses the data to make instructional decisions.

**4. Uses strategies to deliver instruction that meets the multiple learning needs of students.**

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

**Comments and Reflections:**

Based on the formative data, his lesson plans, classroom observation and some of the different work samples that he keeps on file, it is evident that Greg is adept at learning and using a variety of instructional strategies that he has in his classroom. In the reflective conferences on Individual Career Development Plan Greg has demonstrated continuous improvement on the goal to collect a variety of data on student performance and interest in order to better respond to student needs. He has also shared what he has learned with his team.

The district staff development plan has focused on strategies such as think aloud and cooperative learning. It is evident that Greg incorporates those on a regular basis in a way that is appropriate to the lesson. As a result of the training and the work with his team, he has been able to expand the use those same strategies with a greater variety of students in his classroom.

One of the things that is helpful to Greg is communications with parents. At conferences, individually in meetings, or on phone calls with the parents Greg consistently asks parents to share information that might help him better understand the child and adjust his instruction. This has proved productive for him and his students over time.

Greg is very resourceful in using a variety of resources. He has helped his students to know more about using the available internet resources to support their work in his class. He has also been able to obtain a variety of materials for students to read by collaborating with parents and the parent organization.

**5. Uses a variety of methods to monitor student learning.**

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

**Comments and Reflections:**

Greg and his team have used EXCEL to design a tool to analyze student data over time. He also keeps a record of the frequency of student use of the think aloud strategy. Frequent use of the cooperative learning strategy provided Greg with many useful opportunities to watch students at work and determine their progress and level of performance from the time the knowledge and skills were introduced. As lessons were conducted, Greg frequently monitors students' work in groups to see the continuing use of previously learned objectives. Based on the information gathered from these different forms of monitoring and discussion in his team, he

was able to make decisions about adjusting the level of difficulty and or the rate of instruction. It also provided him with information that lead to working with individual or small groups of students who needed extra assistance during, before or after class. Greg has consistently administered and used the reading comprehension measures to collect formative data.

Greg, his team, and the building principal frequently reviewed other student data to try to anticipate which students would have difficulty and where they would need to offer additional assistance or adjust the pace so students would have additional time to practice and clarify more difficult material. He kept a collection of selected student work samples as a way to determine what patterns of performance existed for individual students and for the group.

As students progress in Greg's class, it is apparent from his formative data collection, lesson plans and classroom observations that he frequently provides students with feedback on how well they are doing. Much of this is very informal as he monitors individual and small group work. The more formal approaches consist of providing feedback on completed student work, conducting individual conferences with students and possibly parents at key times, and sharing the results of any testing conducted with students.

Greg is interested in finding ways for students to be more involved in monitoring their own progress. He wants students to be able to recognize where and when they are having difficulty in reading so he make adjustments in instruction. The team is developing procedures that will systematically ask student's to review one another's work using simple rubrics.

**6. Demonstrates competence in classroom management.**

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

**Comments and Reflections:**

Based on classroom observations and Greg's reflection on the work in his classroom, it was apparent that students were regularly engaged in the various tasks that he had planned for them. By varying the use of cooperative learning groups and individual work, the students were presented with a variety of situations that kept their interest and focus on the lesson. As they worked individually or in small groups, he circulated throughout the room to monitor student performance and to encourage attention to the work at hand.

He was skillful in knowing when new content may be difficult for students and planned and delivered instruction in such a way that he was able to avoid students falling off task because it was confusing or otherwise too difficult.

At the beginning of each year and anytime there are new students who enroll in the class there is discussion of classroom expectations which involves the students sharing ideas for behavioral expectations and sharing examples that would illustrate desired behaviors in relation to the stated expectations. When situations develop that require attention to student behavior, there is occasionally a "revisit" to the meaning of the original expectations in actual practice. This may be with individual students or with the class as a whole depending upon the circumstances.

Students and parents often comment on how positive their children feel in Greg's classroom and how comfortable they feel when they visit or volunteer.

**7. Engages in professional growth.**

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

**Comments and Reflections:**

Greg participated in the staff development program by attending each of the bi-monthly early release in-service sessions and each training event. His team meeting minutes also showed that he regularly worked as part of a collaborative team in between the training sessions to plan lessons using the strategies and to analyze the results of the use of the strategy with students. He and his team members compared student work samples and other student performance data to determine the effectiveness of the lesson using the strategy. Greg continually analyzes his professional improvement needs. His reflective conferences consistently show new efforts to respond to student needs.

**8. Fulfills professional responsibilities established by the school district.**

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

**Comments and Reflections:**

Greg has been actively engaged in working on the district and building goals in reading and the related staff development that has been provided. With the increasing amount of accountability the related reporting procedures have been increasingly detailed and involved. Greg has used this extra data to improve his work as a professional rather than simply follow procedures. He works hard to cooperate with his team and with the building and district leadership. He is open to parent and student ideas and concerns about student performance and behavior and works to do all that he can to help students improve their learning. Greg has successfully demonstrated his ability to meet the district's expectations on each of the eight teaching standards.

**Iowa Teaching Standards**

<b>Meets</b>	Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	<b>Meets</b>	Uses a variety of methods to monitor student learning.
<b>Meets</b>	Demonstrates competence in content knowledge appropriate to the teaching position.	<b>Meets</b>	Demonstrates competence in classroom management.
<b>Meets</b>	Demonstrates competence in planning and preparing for instruction.	<b>Meets</b>	Engages in professional growth.
<b>Meets</b>	Uses strategies to deliver instruction that meets the multiple learning needs of students.	<b>Meets</b>	Fulfills professional responsibilities established by the school district.

**Teacher Response:**

**Teacher:** *Greg Anderson*  
**Date:** 9/15/08

**Evaluator:** *Roy Sample*  
**Date:** 9/15/08

## **Blank Sample**

# **Building Level Professional Development Plan School Year \_\_\_\_\_**

**Leadership Team Members:**

**Building Data:**

**Professional Development Target:**

**Content for Professional Development:**

**Professional Development Design:**

**Learning Opportunities:**

**Implementation Plan:**

**Monitoring the Implementation:**

**Collaborative Teams:**

**Formative Data Collection and Analysis:**

**Summative Data Collection and Analysis:**

## Blank Sample

### Individual Teacher Career Development Plan School Year: \_\_\_\_\_

<b>Teacher Name(s)</b>	<b>Building</b>
<b>Evaluator</b>	<b>Date</b>

<b>General Focus:</b>
<b>Goal for Professional Growth:</b>

<b>Rationale for the Plan</b>
<b>Student learning concerns addressed:</b> (Include baseline data for analysis of the goal and progress.)
<b>Alignment with building and/or district student achievement goals:</b>
<b>Professional development training/learning opportunities and collaborative team activities:</b>

<b>How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?</b>

<b>Indicators that will be used to document the accomplishment of this goal:</b> (Include products and artifacts that document participation, implementation and student results.)

<b>Resources needed to implement the plan:</b>



Annual Review			
	Summary of Status on Goals	Additions  If additional goals are added, provide rationale, indicators and resources needed.	Date of Annual Review Teacher & Evaluator Initials
Year 1			
Year 2			
Year 3			

Rationale for Additional Goals:
<b>Student learning concerns addressed:</b> (Include baseline data for analysis of the goal and progress.)
<b>Alignment of building and/or district student achievement goals:</b>
<b>Professional development training/learning opportunities and collaborative team activities:</b>

<b>How does this goal and the training and learning opportunities align with the Iowa Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?</b>
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<b>Indicators that will be used to document the accomplishment of this goal:</b>
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<b>Resources needed to implement the plan:</b>
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# Blank Sample Performance Review

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Administrator: \_\_\_\_\_

Length of evaluation period: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

## Comments and Reflections Iowa Teaching Standards

### 1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

- a. Provides evidence of student learning to students, families and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision-making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

#### Comments and Reflections:

### 2. Demonstrates competence in content knowledge appropriate to the teaching position.

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

#### Comments and Reflections:

### 3. Demonstrates competence in planning and preparing for instruction.

- f. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- g. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- h. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- i. Selects strategies to engage all students in learning.
- j. Uses available resources including technologies, in the development and sequencing of instruction.

#### Comments and Reflections:

**4. Uses strategies to deliver instruction that meets the multiple learning needs of students.**

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

**Comments and Reflections:**

**5. Uses a variety of methods to monitor student learning.**

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

**Comments and Reflections:**

**6. Demonstrates competence in classroom management.**

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

**Comments and Reflections:**

**7. Engages in professional growth.**

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

**Comments and Reflections:**

**8. Fulfills professional responsibilities established by the school district.**

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

**Comments and Reflections:**

## Iowa Teaching Standards

<b><i>Meets</i></b>	Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	<b><i>Meets</i></b>	Uses a variety of methods to monitor student learning.
<b><i>Meets</i></b>	Demonstrates competence in content knowledge appropriate to the teaching position.	<b><i>Meets</i></b>	Demonstrates competence in classroom management.
<b><i>Meets</i></b>	Demonstrates competence in planning and preparing for instruction.	<b><i>Meets</i></b>	Engages in professional growth.
<b><i>Meets</i></b>	Uses strategies to deliver instruction that meets the multiple learning needs of students.	<b><i>Meets</i></b>	Fulfills professional responsibilities established by the school district.

### Teacher Response:

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_